Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Document Control Center Grants Administration 2015 AUG 20 PM 2:11 Received Texas Education Agency
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-113	Tabasco Elementary	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001550	1	TX-028	024102451

Mailing address	City	State	ZIP Code
223 S. Leo Ave	La Joya	TX	78560-4001

Primary Contact

First name	M.I.	Last name	Title
José	A	Valdez	Principal
Telephone #	Email address		FAX #
956-580-8810	j.valdez@lajoyaisd.net		956-580-8825

Secondary Contact
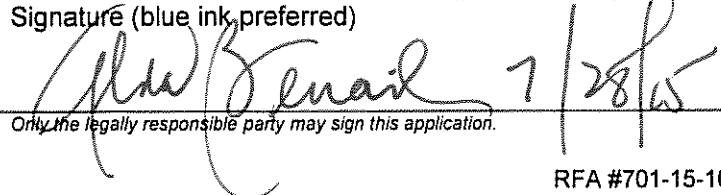
First name	M.I.	Last name	Title
Sandra		Cerda	Supervisor
Telephone #	Email address		FAX #
956-580-8810	s.cerda@lajoyaisd.net		956-580-8825

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent Of Schools
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred)   Date signed 7/28/15

Only the legally responsible party may sign this application.

701-15-107-072

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☐	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs. 4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

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5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   - (A) Data to identify the population at risk of dropping out of school;
   - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   - (C) Early College brochures in all languages relevant to the school community;
   - (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
   - (A) Partnership between the school district and an institute of higher education (IHE) that:
     - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
     - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
     - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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    (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

| 10. | The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; |

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	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	     (A) significant improvement in academic achievement
	     (B) success in closing achievement gaps either within a school or relative to other public schools
	     (C) High school graduation rates
	     (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	 3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	 If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	 1. Implement an evidence-based whole-school reform in partnership with a model developer.
	     (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	     (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	     (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	     (C) A study which used a large sample and multi-site sampling.
	
	 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Tabasco Elementary School is applying for the 2015-2020 TTIPS grant, and will employ the Whole School Reform Model to produce profound levels of academic growth within the five-year grant timeframe and beyond. Tabasco Elementary serves the highly impoverished community of La Joya along the Texas-Mexico border, an area where student mobility is high and where the vast majority of the students are classified English Language Learners. **The school has faced a rising student population and insufficient levels of parental involvement, in school and at home**. All these factors combined have hindered the school's ability to achieve its performance goals. This grant will allow Tabasco Elementary the tools, resources, training, and structured coordination with its community necessary to forge a sturdy and highly sustainable academic program and build increased teacher capacity and effectiveness. Facilitating greater achievement in our students as early as possible in their academic lives will set them on the path to accomplishment and prosperity in secondary school, college and most importantly the careers that will shape the world to come. **What our school hopes to implement and achieve through this grant is aligned with our existing Texas Accountability Intervention System (TAIS) process.**

For the 2015-16 school year Tabasco Elementary has a projectred enrollment of 793 students in Pre-Kindergarten through 5th Grade. This is an increase of 4.2 percent since the 2013-14 school year. Its close proximity to the Mexico places it amid a local culture forged by the combination of a porous border, low parental education levels, and – as previsouly stated – high mobility that often places greater emphasis on survival in the present than prosperity in the future. Spanish is the dominant language in most homes, and coupled with aforementioned low parental education levels creates a poor environment for students to develop effective bilingual communication or practice other academic skills outside of school and in the home. These academic and social factors in combination have contributed to unsatisfactory achievement levels on STAAR, TELPAS, and district assessments. **The vast majority of Tabasco Elementary's student population – 89.8 percent – is classified as Economically Disadvantaged under Texas Education Agency guidelines.** Also, 92.4 percent of the students at Tabasco Elementary were classified as at-risk in 2013-14 and the campus had a mobility rate of 20 percent in 2012-13. **Tabasco Elementary was designated as a FOCUS school under federal guidelines, and worked to target the area of mathematics in the 2014-15 school year. For the 2015-16 school year, Tabasco Elementary has been identified as Improvement Required (IR) and will be identified as a pegged campus for the 2016-17.**

The La Joya Independent School District is committed student success. The district's administration understands the need to modify circumstances to greater benefit the population it serves. The district's administration and staff has not and will not lower its expectation that not only can all students learn, but that excellence is the right of every student. Tabasco Elementary proposes to implement the Success for All (SFA) whole-school reform model for Pre-K to 5th grade. **Through the SFA program, it is the goal to achieve a 4 percent gain per year on STAAR Reading across all grade levels.** The SFA PreK–5 comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success. The approach relies on these important components: **Leading for Success** is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. Together, staff members assess the current status, set annual and quarterly goals for growth, identify measurable targets for short-term improvement, make a detailed action plan based on root causes

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and leverage points to ensure achievement of those targets, and review progress quarterly, celebrate targets met, and then plan the actions to be taken.

Each teacher will also have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications. Data-management tools that link day-to-day classroom performance in reading with benchmarks make data easy to use for discussion and decision making throughout the year. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.

The SFA PreK–5 approach is supported by **extensive professional development and job-embedded coaching** that enables teachers and school leaders to make the most of Success for All's research-proven approach.

SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network will meet throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent/community involvement, attendance, school climate, behavior, and health. Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement.

All teachers of grades 1–5 teach reading for ninety minutes at the same time each day under the SFA program. During this time, students move to reading classes in which every student is reading at one instructional level. Students will be grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students' progress in developing reading skills. Each grading period, each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year. Grade level components are: **Curiosity Corner, Kinder Corner, Reading Roots, and Reading Wings which are comprehensive programs for three and four year old preschoolers designed to provide a strong language literacy foundation as well as for Kinder grade level and first through sixth grade level students to address all reading levels at the campus.**

Through this grant, Tabasco Elementary will also benefit by building on the capacity of existing teachers by providing in-class training and professional support through expert consultants in mathematics and language arts, not only focused on the subject-area content but in developing greater teacher ability to maximize student engagement with the content. **These would include Kagan Cooperative Learning, Sharon Wells, and Language Arts training through Diana Ramirez.** The staff development would take place after school or on Saturdays. In addition, extended day activities would be made available for students in language arts and mathematics.

The grant would also allow for more current, effective, and relevant technology to be integrated into the campus environment. **It would allow for the use of eBooks to enrich students' experience with literature. It would also allow for not only students, but also parents, to explore using technology to work productively through making available Surface Pro 3 tablet computers.** Other technology whose integration would be made possible through the grant would allow for any classroom's whiteboard to become interactive, allowing all teachers through training to be able to formulate lessons that would enable them to interact with students of all grade levels in previously untapped ways.

As the campus plans to develop increased teacher capacity and leadership, it will also work to elevate parental effectiveness by deepening the level of engagement between school and family. Through the grant, Tabasco Elementary would be able to cement a greater link between its academic program, its students, and the community, and promptly and efficiently raise federal and state accountability standing. This will be implemented through the establishment of a committee that will consist of the members on page 30 of this application, excluding the District Coordinator of School Improvement. Development of the campus climate will be implemented step-by-step through organized activities including a kick-off and follow ups. Organized family classes will also be scheduled and set up to take place at regular intervals. A committee of parents will be organized to form a community coalition along with at least one community-wide event and designated community partners. The grant would help improve current communication structures by allowing the school to improve and strengthen the ability of its parents and families to integrate with the school.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-113	Amendment # (for amendment only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$280585	$	$	$280585	$	$280585	$	$280585	$	$280585	$	$1402925
#8-Professional and Contracted Services	6200	$212948	$	$	$512572	$	$308243	$	$306479	$	$284200	$	$1624442
#9-Supplies and Materials	6300	$704961	$	$	$256837	$	$253308	$	$239751	$	$234923	$	$1689780
#10-Other Operating Costs	6400	$19350	$	$	$19350	$	$19350	$	$19350	$	$19350	$	$96750
#11-Capital Outlay	6600/ 15XX	$192677	$	$	$29213	$	$22213	$	$19493	$	$12493	$	$276089
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):	$141052 1	$	$	$109855 7	$	$883699	$	$865658	$	$831551	$	$5089986

Administrative Cost Calculation

Enter the total grant amount requested:	$5089986
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$254500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are not in addition to the grant award amount. They are part of the total grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Texas Education Agency

Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

necessary for the type of activity.

County-district number or vendor ID: 108-912-113

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			$	$	$	$	$	$	$
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 TTIPS Facilitator	1		$85000	$	$85000	$85000	$85000	$85000	$425000
5 TTIPS Clerk	1		$32000	$	$32000	$32000	$32000	$32000	$160000
6 Title			$	$	$	$	$	$	$
Auxiliary									
7 Title			$	$	$	$	$	$	$
8 Title			$	$	$	$	$	$	$
9 Title			$	$	$	$	$	$	$
Other Employee Positions									
10 Title			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
12 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$117000	$	$117000	$117000	$117000	$117000	$585000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$5000	$	$5000	$5000	$5000	$5000	$25000
15 6119 Professional staff extra-duty pay			$118750		118750	$118750	$118750	$118750	$593750
16 6121 Support staff extra-duty pay			$	$	$	$	$	$	$
17 6140 Employee benefits			$39835	$	$39835	$39835	$39835	$39835	$199175
18 61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19 Subtotal substitute, extra-duty, benefits costs:			$163585	$	$163585	$163585	$163585	$163585	$817925
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$280585	$	$280585	$280585	$280585	$280585	$1402925

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration <u>Administering a Grant</u> page.

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

| County-district number or vendor ID: 108-912-113 | | | | Amendment # (for amendments only): | | | |

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299 Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Diana Ramirez	☐	$24000	$	$24000	$24000	$24000	$24000	120000
2	Kagan	☐	$21634	$	$19594	$22634	$19594	$19594	$103050
3	Sharon Wells	☐	$39128	$	$39128	$39128	$39128	$39128	$195640
4	Girls Engaged in Mathematic (GEM)	☐	$83940	$	$83940	$83940	$83940	$83940	$419700
5	Early Childhood Intervention	☐	$10800	$	$10800	$10800	$10800	$10800	$54000
6	Success For All (TEA-approved evidence based program)	☐	$33446	$	$335110	$127741	$129017	$106738	$732052
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b. Subtotal of professional services, contracted services, or subgrants:			$212948	$	$512572	$308243	$306479	$284200	$1624442
a. Subtotal of professional and contracted services requiring specific approval:			$212948	$	$512572	$308243	$306479	$284200	$1624442
b. Subtotal of professional services, contracted services, or subgrants:			$	$	$	$	$	$	$
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			$	$	$	$	$	$	$
(Sum of lines a, b, and c) Grand total			$212948	$	$512572	$308243	$306479	$284200	$1,624,442

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-912-113   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
1	Computers	For use by students in classroom	509	$708.12							
2	Laptops	For use by students/parents for student work	250	$657.28							
3	Surface Pro 3	For use by students/parents for student work	650	$800	$582734	$	$141457	$173226	$174021	$154841	$1226279
4	Whiteboards	To facilitate learning in classroom	60	$1838.51							
5	Printers w/toner	To facilitate learning in classroom	30	$571.99							
6399	Technology software—Not capitalized				$	$	$	$	$	$	$
6399	Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:				$122227	$	$115380	$80082	$65730	$80082	$463501
	Grand total:				$704961	$	$256837	$253308	$239751	$234923	$1,689,780

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108-912-113

Amendment number (for amendments only): _____

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$		$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$19350	$	$19350	$19350	$19350	$19350	$96750
	Grand total:	$19350	$	$19350	$19350	$19350	$19350	$96750

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108-912-113

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$16237	$	$12493	$12493	$12493	$12493	$66209
	66XX/15XX—Technology hardware, capitalized									
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	Solar Panels		$1400	$7000	$	$7000	$	$7000	$	$21000
15	Projectors mounted on the wall/ceiling		$3000	$150000	$	$	$	$	$	$150000
16	Projector Screens		$486	$19440	$	$9720	$9720	$	$	$38880
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21				$	$	$	$	$	$	$
	Grand total:			$192677	$	$29213	$22213	$19493	$12493	$276089

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For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	761		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	756	99.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	3	0.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	2	0.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	683	89.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	452	59.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	45	5.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	153		
Disciplinary placements in In-School Suspension	100		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	69		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	3		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	7		2014-2015 PEIMS report #425; code #C164
Attendance rate		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	54	%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	64	%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The student population to be served by the grant lives in an environment with profound socioeconomic challenges and unfavorable circumstances. Based on the 2010 Census, the city of La Joya has a population of 3,985. Approximately 85 percent of the student population of Tabasco Elementary resides in the city limits. However, approximately 15 percent of our student population hails from a community approximately 8 miles from the school outside of the city limits where extreme poverty is the norm, highlighted by abundant makeshift homes, some not even possessing a complete set of walls, and a number of families not even possessing reliable transporation. It is necessary to understand for the context of the following statistics that Tabasco Elementary is the sole elementary campus that serves the population proper within the city limits of La Joya. Tabasco Elementary's population is projected to increase to 793 in the 2015-16 school year, an increase of 4.2 percent from the 2013-14 enrollment of 761.

The parents' level of education within this population group is of direct concern and significance with regard to the level of enrichment and support they are able to provide students with at home, and also relates to the level of priority and weight the parents place on education in their children's lives. According to the 2014 American Community Survey, 49.3 percent of adults over the age of 25 who live within La Joya proper have not completed high school, with many being recent immigrants as the likely cause. Within the La Joya city limits, only 11 percent of adults over the age of 25 have attained a bachelor's level degree or higher. Parents or guardians may often be unable to help their children with their basic homework reading assignments due to their own lack of ability or background knowledge. This highlights the need for the support that will be provided by the Success For All program through the grant to help strengthen the capacity of teachers to deliver appropriate instruction and in extended day activities and enrichment that could be provided.

These statistics on education level paint a picture that reflects an annual income across the households within the La Joya city limits that averages $22,820, according to the 2010 U.S. Census. This results in a shifting the burden placed upon the parents of the household away from a focus on supporting their children's education at home to primarily providing for their survival. Also according to this Census data, 38.7 percent of the families in La Joya are living below the poverty line. According to the 2013-14 Tabasco Elementary Campus Profile as provided by the Texas Education Agency, 89.8 percent of the students serviced by Tabasco Elementary are classified as Economically Disadvantaged. Resulting from both the low level of education of the parents and their low income, parental involvement both inside and outside of the school environment suffers. Due to the education levels, many of the jobs that the parents take are lower paying jobs without fringe benefits, and often require them to take on two. The fathers of many families also often take on employment in regional oil fields, requiring them to stay out of town for weeks at a time. The burden falls on the mother to effectively operate as a single parent, further disabling parental ability to work with the child at home on homework or to attend school meetings on the child's progress. Through the grant, the community and our students' parents will be invited into greater cooperation with the school through classes, community events, and other activities

All of this is exacerbated by the absence of quality afterschool prgrams or other activities for elementary age children in the immediate area. The absence of a Boys & Girls Club in La Joya and the difficulty many families have in reaching chapters in McAllen, Sharyland, Mission or Palmview offers no positive place where students can participate in safe, productive activities or receive help on school work. Thus, there are few environments outside of the school building that offer academic or social growth. Safety issues are also introduced due to the school being located so close to the Texas-Mexico border. The high incidence of car chases due to Border Patrol, Homeland Security, Texas Department of Public Safety, and La Joya Police creates a risk to Tabasco Elementary students. In the 2014-15 school year, the school experienced numerous high-speed chases that occurred within blocks. A police shootout also took place on July 23, 2014, in an apartment building directly across the street from the school building. Many Tabasco students reside in the immediate area. Incidences like these highlight the physical and psychological threats to our student population that present a constant challenge to maintaining an environmental focus on constructive learning and academics.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 108-912-113		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	61.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	45.3	74%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5.1	8.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	3.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8.8	14.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	44.3	97.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	2.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3	6.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	13.3	29.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	17	37.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	10	22.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2	4.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	44,183		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,041		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,837		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52,260		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	60,459		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	%	2015 HUMAN RESOURCES REPORT
Staff with Bachelor's degree as highest level attained	43.3	95.6%	2015 HUMAN RESOURCES REPORT
Staff with Master's degree as highest level attained	2	4.4%	2015 HUMAN RESOURCES REPORT
Staff with Doctoral degree as highest level attained	0	%	2015 HUMAN RESOURCES REPORT

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to data collected from the 2014-15 school year, Tabasco Elementary has 47.8 qualified teachers. Of this staff roll, 24.9 teachers service bilingual students in Dual-Language classrooms. This is more than half of the total teaching staff at 52.1 percent. There are 17.8 regular education certified teachers. There are 2 compensatory education teachers and 2.1 Special Education teachers. There is 1 Gifted and Talented education teacher.

Based on the same data collection period, Tabasco Elementary has 33.3 teachers with less than 10 years experience. The complete breakdown by experience level is as follows: There are 2 teachers with more than 20 years experience. There are 13 teachers with 11-20 years experience. There are 18 teachers with 6-10 years experience. There are 12.9 teachers with 1-5 years experience. There are 1.9 teachers who were considered beginning teachers within this timeframe.

Across all teachers the average experience level is 8.7 years, reflecting a trend toward a younger teaching staff that could benefit greatly from the educational support offered in the Success For All program. With 31.38 percent of the teaching staff with more than 10 years of experience, a pool of potential mentors does exist within the campus who could also benefit from the additional support and also help strengthen its implementation.

Part of the Tabasco Elementary plan for the grant is to utilize its male staff in ways that can most effectively emphasize them as potential role models for the male and female student population. As has been previously stated in this application, there is a significant portion of children who live in households without a male father figure, so it is key for them to be able to see adult males in positive roles in the school environment. Tabasco Elementary has 11.6 male staff members. Under the grant plan, one program that would be initiated would be a series of sporting events that would foster community strength within the school and also would allow students to see and interact with male teachers and staff in positive supportive roles.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 108-912-113								Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
90	119	122	107	116	105	102	N/A	N/A	N/A	N/A	N/A	N/A	N/A	761

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
9	13	13	12	12	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The committee involved in the planning process for the TTIPS grant included Principal Jose Valdez, Assistant Principal Sandra Cerda, Assistant Principal Irma Tijerina, librarian Amanda Garcia, teacher Pedro Oliva, and teacher Norman Sands.

The process involved meetings with central office staff detailing important aspects of the TTIPS grant and the application process, including but not limited to centering in on the root causes of the problems and identifying how to best determine needs to be satisfied by the grant.

Investigation was done across multiple models, exploring the potential for each of the models to align with the needs as were determined by the committee through the root cause analysis. It was determined in the end that the Success For All Foundation could best meet the needs of the school through its program and guidelines.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Whole-School Reform model was selected based on the unique needs of students at Tabasco Elementary. The student population at Tabasco Elementary has demonstrated low efficacy in meeting academic goals related to potential for improved teacher capacity, low levels of parental engagement, and a local environment that performs insufficiently in fostering academic growth and achievement. After completing a comprehensive needs assessment, we found our school is in need of additional support to improve the effectiveness of the current academic programs in reading and across the curriculum, to more tightly integrate technology into teacher's daily routines, and to strengthen teacher/administrator professional development.

The Success for All whole-school reform model is a program with a strong record of effectiveness that includes the components necessary to comprehensively address each of these needs. Specifically, the Curiosity Corner, KinderCorner, Reading Roots, and Reading Wings programs will enable our students to increase their reading achievement, while integrating technology into the curriculum. The PowerTeaching Math program will provide structured, effective math instruction. SFA's Leading for Success component and coaching services will provide robust professional development for our administrators and teachers. The Schoolwide Solutions program will enable our school to put in place structures that will improve our behavior management strategies, parental and community engagement, attendendance, and design of individualized student interventions for students who are identified as having difficulty. (See Schedule #5—Program Executive Summary for a more detailed description of these components.)

The structured organizational changes and supports provided by Success For All align perfectly with the Whole-School Reform model and would help give Tabasco Elementary the added strength to its framework to address its specific needs of its student population.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.

- Describe how this input was taken into consideration when selecting the model.

- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Parent and Family Involvement Team will be one of the programs that is implemented as a part of the Schoolwide Solutions component.

Parent and Family Involvement Team
Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

SFAF Success Cards: Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child based on a recent accomplishment.

Positive Home Visits: Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher.

Second Cup of Coffee: This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents are encouraged to stop and have a cup before heading off to work. Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest.

Read and Respond: Read and Respond facilitates parental involvement by requiring them to read with their child for 20 minutes each school night.

Volunteer Listeners: A volunteer listener is generally an adult who is willing to listen to a few children read, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners.

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Schedule #14—Management Plan			
County-district number or vendor ID: 108-912-113		Amendment # (for amendments only):	

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)		
2.	Principal	The principal is responsible for guiding the implementation of the overall project.	Bachelor's and Master's Degree
3.	Counselor	Coordinate with Project Coordinator and Climate specialist in implementing the project schoolwide.	Bachelor's and Master's Degree
4.	Math & Reading Teachers	Teachers will deliver instruction and implement the project within the classroom setting according to the plan and guidance of the Project Coordinator.	EC-6 certification
5.	Facilitator	The Facilitator will coordinate all aspects of implementing the whole school reform model.	Strong leadership and organizational skills, strong background in reading instruction, teacher certification, multi-year teaching experience
6.	SFA Coach	SFA Coaches will provide professional development and support in all aspects of implementing the whole school reform model.	In-depth knowledge of the SFA whole school reform model, strong background in reading instruction, teacher certification, multi-year teaching experience
7.			
8.			
9.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Kagan	Kagan will provide staff development in Active Engagement, Cooperative Learning, Multiple Intelligences, Win-Win Discipline, Brain-Friendly Instruction, Thinking Skills, Character Development, Emotional Intelligence, and English Language Learners.	Kagan was established in 1989 by Dr. Spencer Kagan. Dr. Kagan has written more than 100 books, chapters, and scientific journal articles.
2.	Diana Ramirez	Mrs. Ramirez will provide staff development in the areas of Reading and Writing.	Mrs. Ramirez has extensive experience working with language minority students in the Rio Grande Valley. She has a Doctor of Education from the University of Texas Pan American.
3.	Girls Engaged in Mathematics (GEM)	This program will engage girls in the area of mathematics and provide different opportunities for girls to learn about career opportunities.	This program has been implemented in the La Joya Independent School District with much success.
4.	Sharon Wells Mathematics Curriculum	Sharon Wells is a math curriculum that has proven to be very successful.	Sharon Wells curriculum is 100 percent correlated to the TEKS. Sharon Wells curriculum has used research-based, hands-on conceptual approaches for more than 20 years.
5.	Professional Development and Classroom Interventions	This program provides staff development and classroom interventions, which includes modeling, guiding, and side-by-side coaching.	
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leading for Success is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every child. Together, staff members

- assess current status,
- set annual and quarterly goals for growth,
- identify measurable targets for short-term improvement,
- make a detailed action plan to ensure achievement of those targets,
- review progress quarterly, celebrate targets met, and then
- plan next steps.

The Leading for Success process will be built around teams of staff members who take responsibility for different aspects of building school and student success.

Instructional teams will examine student progress and address implementation quality for each of the academic components present, for example Reading Wings and/or the Reading Edge, Reading Roots, KinderCorner, and tutoring. Team members will continue to support one another to improve instruction and increase student learning and achievement.

Schoolwide Solutions teams, including Attendance, Intervention Team (which focuses on referrals of individual students from teachers), Parent and Family Involvement, Cooperative Culture, and Community Connections, focus on creating systems to support students, parents, and teachers and problem-solving to meet the needs of individual students. Every team will make a quarterly plan, meet regularly to put it in place, and reports progress each quarter to the entire school. The team will build a dynamic school culture that will provide powerful instruction in every classroom and ensures that no child falls between the cracks.

New staff will be trained by teachers and administrators who are knowledgeable about program curriculum and philosophy.

The Success for All Foundation will provide robust professional development over the course of the grant to enable Tabasco Elementary School to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The level of professional development tapers off during the five years of the grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, Tabasco Elementary School can exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support. It is expected that Tabasco Elementary School will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with school staff and only minimal support from SFAF. Beyond the five years of the grant Tabasco Elementary School will continue to partner with SFAF to provide this refinement level of professional development and support.

After the five year term of the grant has ended, Tabasco Elementary School will seek to secure other funding sources to continue efforts under the Whole-School Reform Model and continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I, Title II (as REAP), Title VI (REAP), Title VII (Indian Education), grants, and other state/local funds that are available.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SFAF will provide intensive initial training combined with extensive ongoing coaching through school visits and national conferences.

Onsite school visits and online and telephone consultations are designed to provide teachers, administrators, and all school staff further training and support for the implementation of each program. SFAF coaching support will assist the staff and the leadership in gaining confidence, expertise, and success in achieving their goals.

Highlights of the support systems offered to schools include:

- a point coach to partner with school leadership
- kick-off workshops and ongoing training to provide learning opportunities throughout the year
- phone and e-mail support 24/7
- targeted onsite observations and discussions with school leadership and teachers
- embedded professional development
- regularly scheduled webinars
- goal setting and progress monitoring off site or onsite
- access to online program resources

Additionally, the push to move toward a more interactive classroom through technology will have fruits that include better teacher ability to interface with and use technology productively with the product being more engaging and meaningful lessons. Also, the structures that will be instilled in the campus through the grant that will aim to foster greater community involvement in children's education will continue to be supported by campus leadership and through the school's parent coordinator.

As has been previously mentioned, when the five year term of the grant has ended, Tabasco Elementary School will seek to secure other funding sources to continue efforts under the Whole-School Reform Model and continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I, Title II (as REAP), Title VI (REAP), Title VII (Indian Education), grants, and other state/local funds that are available.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SFAF's elementary programs combine a cooperative-learning framework with detailed lessons that guide effective instruction in critical academic and social skills. Lessons incorporate multimedia, puppet skits, and videos to support classroom instruction and keep students engaged. Interactive lessons are fully aligned to the Common Core State Standards. Using family and community resources to accelerate achievement is essential. Integrated teams focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to benefit from the powerful classroom instruction teachers offer. A structured tutoring model provides extra time that can be the final ingredient needed to allow progress. Texas elementary schools implementing Success for All made significant gains on the Texas Assessment of Knowledge and Skills (TAKS) – Reading scale. **From 2003 to 2010, Texas elementary schools implementing Success for All had a 4.5 percentage-point increase in the number of students in grades 3–5 who met standards.** Other Texas schools gained 0.8 percentage points. For the 2009–2010 school year, 100 percent of Success for All schools made AYP vs. 85 percent of other Texas schools.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our easy-to-use data collection and analysis tools allow teachers and school leaders to develop a plan for improvement and easily monitor progress toward achievement goals. To help schools reach their desired student goals, SFAF helps create a school achievement plan. The achievement plan is owned by the leadership team in partnership with the SFAF coach. Through representation on the leadership team, everyone in the school contributes to the data review and discernment about areas of concern, targets, root causes, and interventions. Customized achievement plans are designed to promote change and student growth by providing the school with a clear focus. SFAF works with schools to review their achievement plans each grading period to increase the likelihood that positive outcomes are realized. SFAF guides schools through the following steps to help create an achievement plan, monitor progress, and celebrate accomplishments throughout the year by identifying a school goal, identifying areas of concern, establishing targets, identifying root causes, selecting interventions, creating a new or revised achievement plan and evaluating results and identify future actions.

A school Snapshot provides a concise framework for your Success for All implementation. Regular and end-of-grading-period team meetings help identify leverage points and actions to undertake. Your SFAF coach will work with you to develop a customized achievement plan that will be revisited throughout the school year. The plan includes school and districtwide achievement goals, along with targeted interventions that address the root causes preventing student success.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Schoolwide Solutions teams are a crucial component of the Success for All Foundation's Leading for Success process. Once a school has established its goals and targets, the school begins the hard task of designing effective interventions. Effective change is most likely to occur if interventions are systemic and schoolwide. The Success Network is a key vehicle in developing a variety of interventions that utilize a cross section of the school community to address identified student need.

Members of the schoolwide Solutions teams represent all areas of the school. In a small school, the network might be made up of most of the faculty; in a larger school, the network will include individuals who are responsible for representing their particular area or aspect of the school

Members of the schoolwide Solutions teams agree to participate in the Success Network meetings at the end of each grading period. They also agree to serve on at least one of five Solutions teams.

- Attendance
- Interventions
- Parent and Family Involvement
- Community Connections
- Cooperative Culture

The Success Network meets at the end of each grading period to assess the effectiveness of its interventions and to make any necessary changes based on the grading-period data. This maintains not only a systems perspective on interventions but also greater accountability.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Numerous external providers were considered. The pool of providers was amassed through considering some who had worked with the district or campus previously and also some who did not have a prior history with La Joya ISD. The campus committee considered their qualifications that would best fit our students. All considered external providers had extensive research-based experience with elementary-age students. Our staff has attended several functions. The staff implemented the strategies and the students experienced success. Most of the external providers have been contracted by the school district previously, so no risk is foreseen in selecting any of these entities. Based on previous experiences and the external success track, these providers were selected.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school personnel responsible to monitor the programs will be the Project Coordinator, Principal, Supervisors, and the campus committee. Conferences will be held weekly, monthly, and at every reporting period. Six weeks and benchmark results will be measured by school-made or provider-generated reports. The committee will analyze and review the data available to them to determine the effectiveness of the program with that particular group of students. Corrective actions to be taken to improve provider performance will include conferences to discuss results with providers and analyze student progress. From there, providers will be able to adjust their own processes and procedures to maximize effectiveness for the students. Based on overall student performance, the committee will make recommendations to continue or terminate the external provider and will determine whether another provider is needed to fill the role. At that point, the provider selection process will repeat again and the aforementioned steps will be undertaken with a new pool of providers to reinstate the support provided by the removed entity.

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	SFA consultants and school leaders will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues.
2.	SFA consultants will conduct an initial two-day assessment with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.
3.	SFA coaches will present workshops for the superintendent, principal, SFA facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach.
4.	SFA coaches will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.
5.	SFA coaches will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.
6.	Implementation begins for the SFA component: Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.
7.	SFA coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component.
8.	During visits, coaches will review progress and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders
9.	Principal, SFA Facilitator, Schoolwide Solutions Coordinator attend three-day Experienced Sites Conference.
10.	The campus leadership committee will complete development of school planning procedures and alignment with the Critical Success Factors as part of the TAIS process.
11.	Refine teacher scheduling to best integrate embedded intervention periods and allow for schedule liquidity.
12.	Schedule end-of-year and end-of-summer professional development to present and integrate plans for the implementation of the grant.
13.	Fashion a calendar for staff inservice and development sessions that maintains the current trajectory and goals, but leaves space and availability for options and additions when the grant is awarded.
14.	Fashion a calendar for staff inservice and development sessions that maintains the current trajectory and goals, but leaves space and availability for options and additions when the grant is awarded.
15.	Administer BOY TPRI/Tejas Lee and collect/analyze data accordingly.
16.	Administer Benchmark Test 1 in 3rd, 4th, and 5th Grade; analyze and regroup according to data using DMAC. (December 2015)
17.	Administer Benchmark Test 2 in 3rd, 4th, and 5th Grade; analyze and regroup according to data using DMAC. (February 2016)
18.	
19.	
20.	

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tabasco Elementary has several ongoing processes and efforts in place that relate to the planned interventions and changes that have connections to the grant award. As has been mentioned, Tabasco Elementary has been engaged in an ongoing fashion with the Texas Accountability Intervention System., and has been forming its direction and goals based on the Critical Success Factors and Root Cause Analysis outlined by the TAIS.

In addition, staff at Tabasco Elementary participate in Professional Learning Communities, where representatives from each grade level meet to develop collaboration strategies using analytical and holistic approaches to determining academic direction as a campus, as a grade level, and based on the needs of students within individual classrooms. Through the PLCs, leadership is distributed and shared to PLC representatives to with the responsibility of disseminating protocols, strategies, and approaches out to their grade level members. This process will be integral to the implementation of the grant funds because determinations on how to best utilize the resources offered by the grant must involve the campus in collective discussion for optimal effectiveness.

Staff at Tabasco Elementary also analyze their students' progress and plan their action using DMAC reports. Teachers at present run the reports and look at their available data and colalborte with other teachers in their grade level, using the currently available frameworks that require them to document and adjust their instruction based on the academic circumstances. Under the grant, it would be necessary for teachers to ensure that all components and resources provided by the award would be used and integrated into their instruction approach for maximum impact on student performance. This would be accomplished through collaborative lesson plan development based on student performance. It would be the responsibility of the teacher to stay up to date with student needs in each area.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	NA
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	NA

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	NA
Description of the modification:	NA
How intent of the original element remains/will be met:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	NA
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	NA
Describe how the evaluation system was developed with teacher and principal involvement:	NA

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	NA
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	NA
Describe the criteria established for educator removal:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Schoolwide Support and Intervention Tools

SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health. The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.

Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:
• behavior-tracking mechanisms,
• proactive behavior management,
• behavior-management workshops, and
• end-of-year data reviews to update plans.
• Getting Along Together is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
• Attendance
• Community Connections
• Structured individualized student interventions to help individual students who are identified as having difficulty.

Parent and Family Involvement Team
Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

- SFAF Success Cards
- Positive Home Visits
- Second Cup of Coffee
- Read and Respond:
- Volunteer Listeners

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NA
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	NA
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	NA

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	NA
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	NA
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Success For All Foundation
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success for All has been researched by over thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness. More than 500 mostly high-poverty Title I schools in 47 states are currently implementing the Success for All comprehensive reform program with external assistance provided by SFAF.
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. The study included 35 schools and more than 3000 students. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007). In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002). Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005). A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion. Applicants not proposing a Restart model shall indicate below with "N/A".

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NA

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Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-113	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Implement the Success for All whole-school reform model for PreK-5th grade including the Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and PowerTeaching Math programs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	SFA coaches will provide comprehensive professional development and support for teachers in providing effective instruction and implementing all academic and non-academic components of the program.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	SFA coaches will provide comprehensive professional development and support for the leadership team in implementing a whole school reform model.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	SFA coaches will provide comprehensive professional development and support on the analysis and use of data to improve academic and non-academic student outcomes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Host STAAR content area review camps for struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Host TEKS camps to retech priority lessons.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Establish a Parent and Family Involvement Team to identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Establish a Schoolwide Solutions team of school leaders, teachers, parents, and support staff to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-912-113		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 108-912-113	Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
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